

Inspection date

11/12/2014

Previous inspection date

16/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- The childminder provides good quality learning experiences that capture children's interests. As a result, they are eager and motivated to take part. Activities provide challenge and target next steps in individual development. Consequently, children make good progress in their learning.
- The childminder has high expectations and uses appropriate explanation to help children understand the consequences of their actions. Therefore, they are confident in their abilities and behave well as they play together.
- Strong effective partnerships with parents and other providers support children's development and promote continuity of care. As a result, children form strong emotional attachments with the childminder which fosters their well-being.
- The childminder knows how to respond to protect children from potential harm. Risk assessments are used effectively to maintain a safe learning environment. Consequently, children's welfare is well promoted.

It is not yet outstanding because

- Children's ability to listen carefully is not always fully supported, due to the occasional distraction of the radio playing in the background.
- Opportunities for children to express their own thoughts and ideas by independently exploring media and materials to consistently create unique art work are not fully embraced.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a tour of the premises used for childminding purposes.
- The inspector observed the childminder interacting with children and held discussions with her and the children throughout the inspection.
The inspector looked at a selection of documentation, including observations and assessments of children's learning, risk assessments, safeguarding procedures, training records, qualifications, self-evaluation and children's records.
- The inspector checked evidence of the suitability checks carried out for all adults within the home.
- The inspector took into account parents' written views.

Inspector

Kate Smith

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two adult children, in a house in the Greenfield area of Oldham. The whole of the ground floor, which includes toilet facilities, is used for childminding. There is a rear garden for outside play. The family has one pet dog. The childminder attends toddler groups, the library and visits local parks on a regular basis. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder takes and collects children from local schools. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider the effect of background noise on children's levels of concentration and engagement and ensure that activities promoting children's communication and language development are carried out in an area where they can listen without distraction
- extend children's creative skills, for example, by providing extensive opportunities for them to independently explore media and materials to enable them to express their own thoughts and ideas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder observes children well and uses assessments of individual development that are timely and precise to plan appropriate next steps for learning. She has implemented the required progress check for children between the ages of two and three years. This means that she is able to share with parents whether their children's learning is developmentally appropriate. Parents share information about children's initial starting points for learning and their ongoing interests. This aids continuity and means that complementary learning experiences can be planned. Consequently, learning experiences are relevant and challenging. A wealth of stimulating activities enhances children's development in all areas of their learning. Children's progress is tracked well each term and shared with parents. As a result, partnership working with parents is strong and communication is effective. Children are gaining confidence and making choices about their play, demonstrating they are becoming independent learners. These skills will support them in their future learning, when they move on to school. Children are willing to 'have a go' and try new things. For example, they take part in shallow river fishing,

catching small shrimps and counting how many they have collected. This demonstrates that children are active learners, engaging in activities that stimulate their curiosity. As a result of effective teaching, all children are making good progress in their learning.

The childminder has a good understanding of how children learn. She is skilled at supporting their play and challenges their thinking by asking appropriate questions. For example, when children hear the hailstorm outside, she asks them to think about 'What is a hailstone made from?' She gives children sufficient time to think about their response. This means that they can think about what they want to say. When reading stories, the childminder encourages children to join in with the repeated refrains, which supports their literacy skills. She has recently attended 'Every Child a Talker' training and promotes children's listening skills and their speech through a range of activities. However, children's ability to concentrate and listen carefully to individual sounds is not fully robust. This is because the radio is playing in the background which acts as a slight distraction. The childminder introduces new words and uses story boards for children to talk about what is happening. This gives them the confidence to sequence events and enhance their understanding of familiar stories.

The childminder joins in children's imaginative play of superheroes, taking her lead from their narrative. This demonstrates that children express and share their ideas in role play, supporting their language development and their creativity. However, opportunities for children to display their own thoughts and ideas in other creative media, such as artwork are not fully robust. This is because occasionally children use pre-drawn outlines and templates to paint onto or colour in. As a result, individual artwork does not always fully support their unique creativity. Children's physical development is fostered well through a range of learning experiences. For example, they concentrate carefully to manipulate small items of clothing to dress dolls, which supports their fine motor skills. Children's coordination skills are enhanced by riding bicycles and climbing on the equipment at the local park.

The contribution of the early years provision to the well-being of children

The childminder gathers initial information about children from parents during gradual admission visits. This enables her to recognise the unique qualities of each child. Consequently, she understands their interests and respects their individual home routine, which provides consistency of care. As a result, children form strong attachments to the childminder which supports their emotional security. Children laugh as they play and demonstrate a strong sense of belonging. The childminder has high expectations and is a positive role model. She uses praise to boost children's self-esteem and consistent boundaries of expectation. The childminder gently reminds children that they sometimes have to wait for a turn, when their friends have resources they want. This shows that she helps them to manage their feelings and to learn to share. As a result, children are very well behaved and play cooperatively.

Children make choices about their play as they independently explore the low-level resources. They thrive on the responsibility they are given during the routine of the day.

For example, children tidy all the toys away and put the cloth on the table at lunchtime, demonstrating they work together. Children are learning to take care of their personal hygiene with increasing control. They explain that they are 'washing the germs away' as they clean their hands before eating. This shows they are gaining knowledge of how to promote their good health. Children enjoy a healthy diet that includes snacks of fresh fruit and explain 'broccoli is healthy' as they eat their lunch. Consequently, they are beginning to learn about foods that support their good health from a young age. The childminder respects parents' choices to provide meals from home which supports continuity of care. Children play outdoors on a daily basis, in the back garden or on walks in the local community. For example, they walk by the side of the canal to look at the boats. This exercise in the fresh air supports their well-being. Children visit the local park and soft play centre to enhance their gross motor skills. This helps them learn to take appropriate risks as they climb and balance. Children attend local toddler groups which means they are learning to develop their confidence and friendships with others. Consequently, their social development is supported well. This means that children are acquiring the personal skills that will help them in their future moves on to nursery and school.

When walking in the local community the childminder helps children to learn about how to keep themselves safe. For example, they understand the importance of holding the side of the buggy furthest away from the cars on the road. The childminder uses play opportunities to enhance children's knowledge about safety. For example, during their role play children pretend there is a fire in their tent. The childminder asks them how they will call for the fire engine, which supports children's critical thinking and their awareness of how to keep themselves safe. She shows children her telephone so they can find the number nine, reinforcing their mathematical development and their understanding. Children take part in regular fire drill practices to learn how to behave in the event of an emergency. The childminder has an up-to-date paediatric first-aid qualification. This means that she can take appropriate action quickly, in the event of a minor injury, to promote children's good health and well-being.

The effectiveness of the leadership and management of the early years provision

Children's safety is well promoted because the childminder uses effective risk assessments for her home and for outings to minimise potential hazards. She has attended safeguarding training and has a secure understanding of the correct procedure to follow to protect children from potential harm. The childminder has completed the required record checks for her own children, as they are over 16 years of age. Consequently, there are vetting procedures in place to support the protection of children. Procedures are in place regarding the use of cameras and mobile phones, to protect children's welfare. As a result, children are safeguarded effectively. Extensive policies are shared with parents, through a detailed induction pack. This means they are well informed about how the childminder supports children's welfare.

The childminder holds an appropriate level 3 qualification and has a good understanding of how children learn. She provides a broad educational programme and good quality

learning experiences covering all areas of development. Detailed observations and accurate assessments are used to plan appropriate next steps in learning. The childminder monitors children's progress well, by tracking their development on a termly basis and sharing this with parents. She understands clearly how to seek early intervention, if required, to support children's individual development. The childminder has built strong links with other early years settings. She shares development records and planning for ongoing activities. This provides continuity for children and complementary learning opportunities.

The childminder demonstrates a desire to continue to build on her experience and professional knowledge by attending regular training. She receives support from local authority advisers and other childminders by attending network meetings. The childminder reflects on her own practice and has a clear understanding of her strengths and areas she wants to strengthen. Development plans are in place and are used well to identify realistic priorities that are meaningful and achievable. For example, the childminder wants to build a raised bed in the garden to enable children to grow their own vegetables. This will enable her to strengthen further children's understanding of healthy eating and the natural world. The childminder has acted on both recommendations made at her last inspection. This demonstrates a desire to continuously improve the service that she provides. The childminder gathers parents' views from regular discussions, their comments in daily diaries and termly development reviews. Parents' written comments reflect that they are very happy with the service the childminder provides. They say their children 'have learnt so much', 'had so much fun' and 'really love coming' to the childminder's home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	301216
Local authority	Oldham
Inspection number	867303
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/03/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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